



Teaching, Learning & Curriculum Policy

Passionate About Learning

Our aims:

To provide a safe, happy, healthy and friendly environment that enables children to foster skills such as resilience and determination, encouraging them to become reflective learners, who are confident to try new challenges and become passionate about learning throughout their lives.

We aim to achieve this through:

- Enabling children to reach their full potential as individuals as well as develop collaborative approaches to working with others and problem solving
- Fostering a love of learning and promote high expectations, celebrating both success and effort
- Our curriculum which has a creative based approach to learning is inspiring and fun, providing both challenge and support, in and beyond the classroom
- Working hand-in-hand with parents/carers and members of the school community to maintain and develop a school of which we can all be proud.

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning and the curriculum in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically
- Explain how our curriculum is organised and individual subjects are delivered

The policy takes account of:

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aim is delivering a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children, giving them the opportunity to develop self-knowledge and self- esteem
- Provide children with the essential basic skills and instills a love of learning
- Promotes high expectations celebrating both success and effort



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- Challenges and supports to empower all children, including those with special needs and of very high ability
- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

Guidelines for effective Teaching for Learning:

At Rendell Primary School children are taught an exciting learning challenge curriculum where subjects are taught through topics where ever possible. Children are encouraged to explore and investigate for themselves and collaboratively, to solve the BIG questions posed by teachers using a range of 'Active Learning' techniques. Reflection time at the end of topics provides opportunities for children to share their learning in a range of creative media. It also promotes the enjoyment of learning both information and skills essential for lifelong learning.

Optimal learning environment:

We believe that children should be provided with stimulation and a high level of challenge in the classroom. Learners need to feel a sense of ownership and relevance. The motivation to learn is an essential part of the process. At Rendell Primary School our teaching for learning takes the following into account:

- Growth Mindset
- Active Learning
- Emotional Intelligence
- Thinking & enquiry skills
- Independence and resilience

At Rendell Primary School we believe that children learn best when:

- They are made to feel secure and confident
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community.
- They develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in the JIGSAW programme and learning to apply this in their decision making and actions.
- They are involved in the learning process
- A variety of resources are used
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn



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- They are skilled at self and peer assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider surrounding area.

We believe that teachers teach most effectively when:

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They have regular constructive dialogue about learning and self-assessment with individual learners
- They are clear about their aims and share them with learners
- They motivate, enthuse and engage learners
- A positive, purposeful, relaxed working environment is established and maintained
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional development opportunities
- They are reflective regarding their professional practice and work effectively in coaching teams using Star Lesson to record elements of teaching and learning to identify strengths and weaknesses
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- Clear expectations are set
- They have excellent subject knowledge
- They develop effective relationships with parents

Creating an Effective Learning Environment:

- Welcoming – All areas of the school should be safe, tidy, colourful and family friendly to enable children and parents to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas used throughout the year
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology and central resources should be returned promptly, safely and neatly to storage areas
- Learning prompts and aids - Should be available to support children in their learning and encourage independence
- Formal displays – Should be lively, stimulating and exciting. They should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Working walls – Should develop in classrooms along with the learning of the children as model and scaffolding aids.



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- Calm – Classrooms and other learning areas should be calm and learning focused

Non-negotiable Elements in Practice for all Year Groups

- Insist on high expectations of learning and social behaviours
- Good quality early morning challenges are planned for all year groups that are personalised to next step targets
- Differentiation planned for and used to enable all learners to succeed
- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of teaching methods used to fit learning purpose including a significant proportion of Active Learning techniques
- Variety of learning tasks planned
- Range of changeable groupings used according to learning
- Resources and language used are appropriate to meet the needs of EAL children
- Learning objectives are identified & shared
- Learning is structured to allow all children the opportunity to challenge themselves.
- All learning is modelled to children
- Children create success criteria from the learning objective
- Individual reading opportunities happen every day
- Vulnerable readers are listened to individually as often as possible and at least twice weekly
- Teachers read a class book daily
- Outdoor learning including trips are an entitlement
- Relevant end products for all learning are planned for and displayed
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence where appropriate
- School agreed planning proformas are used for topic
- Throughout the week all children will be taught in a focus group by the class teacher. This could be during core skills, a maths lesson or an English lesson

EYFS – Specific elements

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length
- Planned learning delivered inside (the classroom) is replicated outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
- Free flow learning takes place inside and outside the classroom
- Phonics is taught daily
- Abacus Maths is taught four times a week
- Planned daily opportunities for observations and up levelling play
- Planned daily intervention takes place to reinforce learning



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The Role of Teaching Support Staff

We have a number of support staff who play a central and specialized role in our learning process. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Carrying out assessments
- Preparing resources
- Supporting children with Behaviour / Learning Plans or Education & Health Care Plans

Pupil Premium

The school will deploy the pupil premium to accelerate the progress of children who

- Have qualified for Free School Meals at any point within the last 6 years
- Have parents who serve in HM Armed Forces
- Are 'Looked After' by the Local Authority

This may include

- The provision of small group tuition
- The provision of additional teacher or teaching assistant support
- The subsidy of residential visits and school trips
- A free place at breakfast club

The school details the support that has been provided through the subsidy on its website. The school may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes 1 or more child in receipt of the pupil premium) where outcomes are likely to be better through the inclusion of other children.

Responding to children' needs and overcoming potential barriers for individuals and groups of children

Teachers take account of their duties under equal opportunities legislation. A wide range of children have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these children will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of children will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

With the right teaching, that recognises their individual needs, many disabled children may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these children can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.



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Teachers take account of the needs of children whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of children for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers plan teaching opportunities to help children develop their spoken and written English and should aim to provide the support children need to take part in all subjects.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment.

Rendell Primary School Curriculum

Our curriculum has developed from thoughtful reflection about children's experiences at school, our understanding of how children learn and a desire for children to both enjoy their experience at primary school and to feel challenged and excited. Children in Years 1 - 6 broadly follow the National Curriculum 2014. Children in EYFS including Pre-School follow the Early Years Foundation Stage Sept. 2012 curriculum. There are other planned opportunities that make up the wider curriculum for all year groups. At Rendell we have developed our own creative curriculum using the National Curriculum as the foundation.

Active Learners

Active learning is at the heart of our curriculum which is lively, creative and engaging. We believe that it is really important for children to have ownership of their learning and therefore ensure that they are actively engaged in learning throughout the day, every day. The type of activities involved include:

- Peer to peer coaching and teaching
- Jigsaw activities, where children gather information from each other to create a piece of learning or acquire facts
- Rainbowing of ideas or facts between each other
- Self-assessing work against given criteria
- Peer-assessing work against given criteria
- Team work to develop life skills both indoor and outdoor
- Problem solving independently and collaboratively

How is the Curriculum Planned?

Our Long Term Planning consists of the overall allocation of the National Curriculum Programmes of Study. Class Teachers develop enquiry based medium term plans using the children's input as a starting point along with enquiry questions and a focus on incorporating:

- Social and Communication Skills
- Creative Thinking Skills
- Critical Thinking Skills



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- Independence and Resilience

They plan collaboratively and then develop lesson designs based on their own class. Teachers personalise learning for their class, groups and for individuals of all abilities and disabilities.

The Early Years Foundation Stage

The Foundation Stage includes all children in our Pre-School and Reception classes. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The learning characteristics:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your children as they grow, learn and develop. At Rendell we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this. An EYFS learning journey will be completed for each child most of which is recorded on a cloud based platform. Each child will be assessed in relation to the 17 Early Learning Goal descriptors. Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

English

English unites the important skills of **Reading, Writing, Grammar and Speaking and Listening**. At Rendell School we believe that it is paramount to the acquisition of learning



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and success in all subjects and for social progress. Mastery over language empowers children to communicate: creatively and imaginatively, as well as allowing them engagement with the world at large. Children will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Reading and Writing

We teach children to read initially by following the Ruth Miskin Read, Write, Inc programme supplemented by a variety of activities as childrens' skills develop. All children have access to an extensive range of good quality reading books which are colour banded for ability. The younger children use Oxford Reading Tree and The Bug Club as core reading schemes. Reading takes place every day in all classrooms and reading and comprehension skills are taught through small targeted guided reading groups and whole class lessons.

We believe that children will learn to write effectively in a supportive and stimulating environment; and when their specific needs are identified and planned for. Writing should be purposeful and reflect different writing genres. Children need to study quality texts and use these as a model for their own writing, choosing careful grammatical and linguistic choices. Children from Year 2 to Year 6 follow the Literacy and Language Ruth Miskin scheme as their core programme. Teachers will use a range of additional strategies to develop writing skills across school, including:

- Talk for Writing
- Shared Writing
- Guided Writing
- Modelled Writing
- Supported Composition

Grammar is taught in line with the key requirements of the National Curriculum 2014 across all year groups. CGP resources are used to support the development of grammatical skills and knowledge. Children are given personal grammar targets and these are developed during 'Core Skill' lessons at the start of each day and through directly taught English lessons. They are an essential element of becoming a good writer.

The school uses 'Cursive script' as its handwriting scheme which enables children to develop an independent, mature style of joined handwriting. Good presentation is expected at all times and displaying children's work is an integral part of the process. Ultimately we want children to develop a fluent, legible and attractive style of handwriting.

Speaking & Listening

At Rendell Primary School we believe that children need to develop effective communication skills in readiness for later life. The development of speaking and listening permeates all that we do. Children are assessed formally on their ability to be articulate, fluent orators of the English language. They are encouraged to debate and articulate views and feelings on a wide range of subjects. They take part in drama productions and hot house scenario's to encourage empathy and expression.



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Children with speech & language difficulties are supported with appropriate interventions and in EYFS all children are given initial screening to identify any early issues.

Mathematics

Children are taught mathematics using the Abacus programme. This is a programme that is based on a consistent whole school approach to teaching maths that is matched to the National Curriculum 2014. Through the use of concrete objects, actions and vocabulary it enables children to develop a deep conceptual understanding of mathematical processes.

Children often work in pairs and are coached to teach each other as part of the learning process. This ensures they are able to articulate and demonstrate learning and knowledge and are able to make accurate judgements on self and peer assessment. Progress tests are routinely used for children to demonstrate their learning.

Rock Star activities are completed as part of the daily mathematics lesson to build and reinforce knowledge of table facts and inverse operations.

Homework is placed on learning through games, challenges and online.

Teachers use the NCETM and White Rose mastery documents to provide opportunities for children working at the 'mastery' level within maths to deepen their understanding through a range of rich tasks.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all children should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, children should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. At Rendell Primary, we use a range of teaching methods in science lessons, with an emphasis on providing a curriculum which develops and extends the children's scientific concepts and enables them to be curious about the world.

Science is either taught discreetly or as part of a theme; whichever fits the content of the curriculum most appropriately. Wherever possible, links are made between science and other subjects, particularly literacy, mathematics and design technology. The Kent Scheme of Work for Primary Science is used to plan lessons in which investigation skills are given a high priority. Children engage in activities that develop the skills of enquiry, observation, selecting appropriate equipment and using it safely, measuring and recording results, and drawing conclusions and communicating findings.



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A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. Additionally, the scientific knowledge and investigation skills are tested at the end of each block using Mini SATS assessments.

Computing

A high-quality computing education equips children to use computational thinking and creativity. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which our children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, our children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The Rising Stars scheme of work is used as the core programme for teaching computing. Children are taught skills according to their key stage, additionally a range of opportunities are provided for using and applying skills learnt across all aspects of school life.

Design & Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology is taught throughout Key Stages 1 and 2. Each year group experiences designing, making and evaluating a product using a range of different materials. Design and Technology predominantly links to the topic work, although it is sometimes taught as a standalone subject, particularly during Diamond Time. Children will improve their drawing, communication and writing skills when studying Design and Technology. They will be encouraged to be imaginative as they explore influential designs and designers, whilst aiming to produce creative ideas and products. Children have access to a range of quality tools that enable children to improve and broaden outcomes.

Art



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Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

All children are taught skills that enable them to produce creative work, exploring their ideas and recording their experiences. They are encouraged to develop techniques that will enable them to become proficient in drawing, painting, sculpture and other art, craft and design techniques. They are taught to evaluate and analyse creative works using the language of art, craft and design and to learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Children are encouraged to take part in a wide range of musical composition and performance as well as to have opportunity to review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Rendell Primary School places great value on children learning to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Children are taught to understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Geography

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At Rendell Primary School we aim to equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of



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landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Key geographical knowledge and skills are taken from, Focus Education, Weaving Scientific Knowledge, Skills and Understanding into the National Curriculum 2014. Geography is taught within half termly topics at different points throughout the year. Teachers plan a range of learning and enquiry activities such as 'Active Learning' and 'Talk for Learning'. Great emphasis is placed on giving children practical experience through a range of trips and appropriate resources.

History

The aim of History teaching at Rendell Primary School is to stimulate the children's interest and understanding about the life of people. We help children gain knowledge and understanding of significant events in Britain's past and that of the wider world. We teach children a sense of chronology and to appreciate how things have changed over time. In our school, we teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

At Rendell, we focus on enabling children to think as historians and place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past.

We recognise and value the importance of cross curricular learning, drama and story-telling in History teaching, and we regard this as an important way of stimulating interest in the past. We use the New Curriculum for our planning in History and whenever possible the teaching of History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their writing ability by composing reports, diary entries and letters. Many tasks involve 'active learning' where children are set task of increasing difficulty, and can often mean children are in mixed ability groups to allow children to support each other in the learning process.

At Rendell, History helps children to understand the relationships between different groups, as well as their own identity and the challenges of their time.

"We are not makers of history. We are made by history." **Martin Luther King,**

RE

Religious Education is an important part of children's learning because it allows them to think about the big questions in life and about ways people have tried to answer them, using a framework of different beliefs. It has close links with PSHE and citizenship in addressing how we live together and what makes us tick. RE is a vibrant subject, enriched



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by art, artefacts and music; drama and philosophy; history and geography. It can form the basis of whole school ethos of care, respect, knowledge and value, and is therefore vital for good spiritual, moral, social and cultural development.

At Rendell Primary School we are following the LCP plan for Religious Education. The unit includes looking at Myself, Celebrations, Stories, Spiritual People, Belonging and Beliefs at KS1. At lower KS2 children focus on Birth Ceremonies, Right and Wrong, Christianity, Creation, Caring for the Environment, Becoming an adult, Inspirational People, Judaism, Sikhism, War and Suffering and Neighbours. In years 5 and 6 children focus on Life's Big Question, Marriage, Islam, Justice, Poverty and Wealth, Moral Maze, What Happens When We Die? Hinduism, Race and Diversity, Belief, Christianity, Humanism, and Buddhism.

The LCP plan includes lesson plans with differentiated activities which are easily adapted to meet the needs of individual children. It also comes with a flipchart which an additional resource and a CD to compliment the lessons. The activities included allow teachers to deliver lessons on Christianity and five principle religions: Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as encouraging discussion about other beliefs and non-religious viewpoints. Children have many opportunities that enrich young people's learning, for example, visitors from faith communities, outings to places of worship, examination of artefacts, listening to music, watching videos, reading stories, role-playing, and spending time in special places for reflection.

Modern Languages

At Rendell, we believe learning a foreign language enables children to access a wider, cultural and educational experience. We aim to lay the foundations for children to express their thoughts and ideas in another language, in both spoken and written form.

Children in Key Stage 2 are taught French through La Jolie Ronde, an interactive programme of study, which reflects the requirements as set by the new National Curriculum. Children receive a 30 minute weekly session whereby learning is achieved through a range of singing songs, interactive games, role play and practical activities. Engaging in these learning opportunities, children participate in conversation, ask and answer questions and broaden their vocabulary of the French language. They learn a range of French phrases and adapt these to form written sentences to express their ideas.

PSHE

Although not statutory, we have chosen to include Personal, Social and Health Education in the curriculum as this forms an important part of life at Rendell Primary School. We aim to provide a relevant PSHE curriculum to promote children's spiritual, moral, social and cultural development and prepare them for the opportunities and responsibilities of life.

Jigsaw is designed as a whole school approach. It is delivered from Foundation through to Year 6 and is a mindful, comprehensive programme that contributes significantly to all strands of the British Values agenda.

The curriculum aims to:

- Help children to be able to understand their rights and responsibilities.



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- Develop integrity and independence in building respect for their environments and communities.
- Promote self-esteem and emotional development.
- Help children know and value who they really are and how they relate to other people in this ever-changing world.

PE

At Rendell Primary School we place great importance in teaching children the importance of being fit and healthy and how engaging in a range of physical activity and sports is key to achieving this. Alongside physical exercise, children are taught about the need to eat healthily and make the right choices.

Children have a range of opportunities to take part in competitive games within school and the local community. Children are also given several opportunities during their time at Rendell to take part in outdoor adventure activities including residential visits. Team work is considered an essential part of developing a good sporting attitude and an essential life skill. Opportunities to compete in sport and other activities also help to build character and help to embed values such as fairness and respect.

Homework

We believe homework is a very important link between home and school and an excellent forum for children to share their learning with parents and carers. During each topic there will be a series of creative challenges that are designed to be worked on at home collaboratively with family members where possible. In addition:

- Spellings are given weekly and should be written in to sentences in homework logs linked to personal GPS targets practiced during Core Skills.
- Mathematics homework is also set weekly and should be linked to personal targets.
- Children should read either independently or with a family member every day for at least 10 to 15 minutes.

Children's homework logs should clearly identify individual Core Skills targets and be updated as and when they are changed.

Homework is given out on a Tuesday and collected in on a Monday.

Age Group	Time per week
Reception & Year 1	1 hour 30 minutes
Years 2 & 3	2 hours
Years 4 & 5	2 hours 30 minutes
Year 6	3 hours



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ASSESSMENT

Accurate assessment is a crucial part of effective teaching and learning. Regular moderation is conducted within school, across the LPAP group of schools and from external moderators, to ensure judgements made reflect the stage of learning for all children. This information is then used by teachers to plan effectively and appropriately to extend learning and close any gaps. Children at Rendell Primary School are encouraged to take an active role in assessing their own and their peers work to encourage ownership of learning, reflective practice and analytical skills.

Formative Assessment

Teaching staff are responsible for ensuring that work is marked promptly and that children are provided with well-timed and useful feedback on the quality of their work. They should be given opportunities to respond to marking to improve work. Teachers should indicate the extent to which learning objectives have been met and to introduce appropriate intervention to provide support.

Summative Assessment

The school will undertake periodic assessment of reading, writing and mathematics and will use these assessments to refine future planning and to develop appropriate intervention to address underperformance where this may be detected.

Assessing Without Levels

The school makes use of the Target Tracker assessment management system in order to assess without previous National Curriculum levels. Children continue to be judged at 6 assessment points (half termly) to examine the extent to which they are: - Below expectations for the year group - Emerging towards expectations for the year group - At the expected level for the year group - Above the level for the year group - At the mastery level for the year group. In addition to the assessment measures detailed above, the school will use a suite of assessments across the school to assist staff in making these judgements. Children with special educational needs may also have evidence drawn from:

- P Scale outcomes and attainment against P scale exemplification materials
- Children's performance towards IEP targets (SEN)

The assessment of reading

Each half term, teaching staff will report the progress and attainment of individual children to determine attainment against the national end of year expectations for each year group



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within guided and individual reading sessions with the class teacher. This is based on the child's:

- Ability to decode print
- Ability to ascribe meaning
- the child's performance in tests

The assessment of phonics

Each half term, teaching staff will report the progress and attainment of individual children against the phonics phases from EYFS to Y2. Teachers use Read Write Inc to deliver phonics phase teaching and will set children assessment tasks linked to the appropriate phases in order to determine attainment against national end of year expectations. During the summer term of year 1 children will also sit the national Phonics Screening Check.

The assessment of writing

Each half term, teaching staff will report the progress and attainment of individual children based on the agreed LPAP year group bands. There should be at least three pieces of independent writing each half term linked to topic as well as individual English units that can be used to assess children's writing skills. Marking should inform the children of the next steps required to improve their work. The outcome of the writing assessment is recorded without levels against end of year expectations. In line with the expectations of the national curriculum, children reaching 'mastery' level will develop their confidence of applying their written skills in a range of contexts, before moving on to the next year's expectations. This provides the opportunity for consolidation, practice and deep understanding.

The assessment of grammar, punctuation and spelling (GPS)

In the Early Years Foundation Stage and Years 1 & 2 the assessment of grammar, spelling and punctuation is achieved through

- Speaking and listening activities
- Progress through Read Write Inc programme (including dictation for spelling and punctuation and use of record books)
- Formative and summative assessment of the mastery of early writing skills including curriculum expectations for grammar and punctuation

From Years 3 to 6, the assessment of grammar, spelling and punctuation is achieved through:

- Formative and summative assessment of the mastery of writing skills including curriculum expectations for grammar and punctuation



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- The completion of spelling, punctuation and grammar assessment using the CGP GPS books. Results are tracked on the appropriate age-related assessment grids agreed by LPAP.

The assessment of mathematics

Each half term, teaching staff report the progress and attainment of individual children. The outcome of the maths assessment is recorded without levels against end of year expectations. Evidence towards that judgement, is drawn from the use of:

- Children's performance in end of unit assessments
- Children's performance in mental maths tests
- Children's performance in arithmetic practice tests.
- Children's progress towards end of year expectations will be informed through the use of external assessment tests
- Assessment of progress against statements within Target Tracker based on LPAP agreed band statements for all year groups.

The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' workshops and open days to explain our school strategies for teaching a range of subjects
- Informing parents of the work that the children will be studying
- Providing opportunities for parents to share in learning within the school from time to time
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further and hold meeting where appropriate



Teaching, Learning & Curriculum Policy

- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children

This policy replaces individual subject policies as the aims and principles of teaching and learning with this policy are reflected in all subjects taught.

This policy was adopted in September 2016

This policy will be reviewed in September 2018

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Chair of Governors